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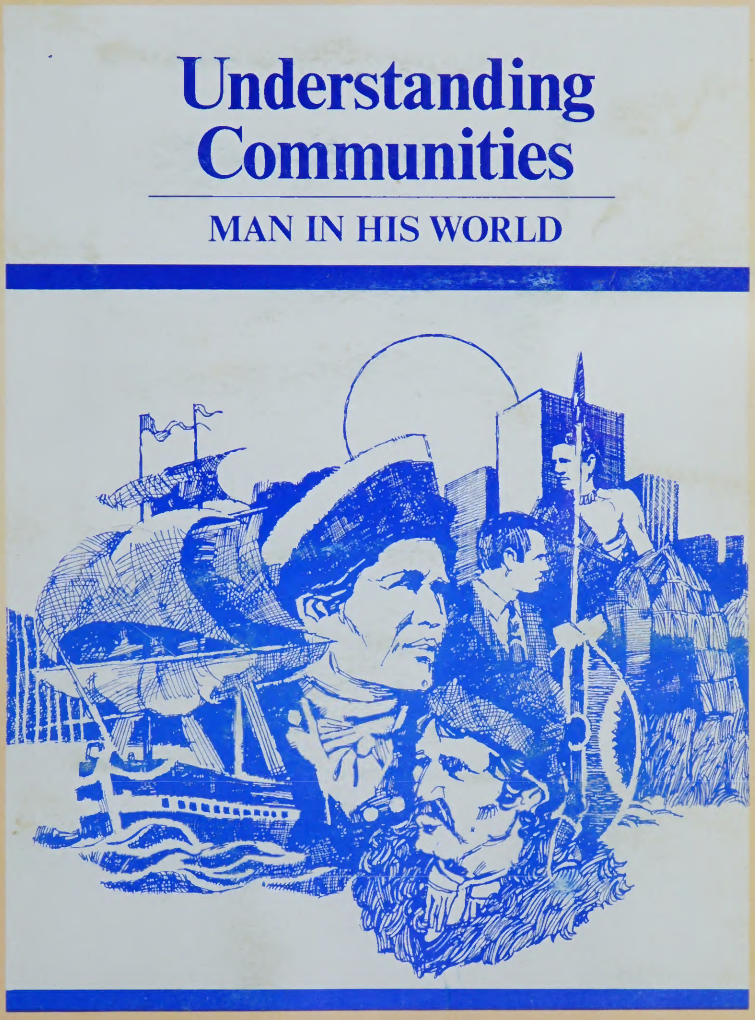
# Teachers' Guide

# UNDERSTANDING COMMUNITIES




# MAN IN HIS WORLD

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# Teachers' Guide

## Understanding Communities

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### INTRODUCTION

**Objective**

The primary objective of the manual is to help involve every student emotionally and intellectually with the material, by providing the teacher with a clear understanding of the authors' intent through detailed description of his method.

**Method**

The primary emphasis in the manual is on the open-ended method of teaching social studies.

The open-ended technique allows students to offer suggestions freely and to comfortably exercise the processes of speculation, rationalization, selection and prediction. With this approach, the teacher is encouraged in his central function of connecting the presentation, consideration and evaluation of learning materials. Students soon recognize him as a rich resource.

The open-ended method requires active, imaginative support from every direction and confirms the key position of the teacher in promoting interest, involvement and investigation.

## SECTION A – LOOKING AT COMMUNITIES

### UNIT 1 – THE SHIP

The first unit serves as a review of Year II studies related to the family and community, and as an introduction to the basic ideas of Year III. The material is designed to review *concepts* as opposed to *content.* Rather than reiterate the content matter of Year II, this unit encourages the student to refresh his understanding of the community by examining the ship analogy.

At this stage, the student is provided with the hypothesis that a ship, in form, function and relationships, is a community. He is asked to test this hypothesis with his own understanding of the nature of communities. To make this test, three forms of evidence are provided. Each piece of evidence should be balanced against each other and against the hypothesis.

The story of a ship at sea is one of the pieces of evidence. Its main intention is to excite student interest. Questions of factual detail, therefore, such as "What is a bosun?" should be secondary to questions which help to capture the emotional intensity of the episode.

Year III students may have difficulty reading the story and lose part of the impact. For this reason, the teacher would be well advised to read the story aloud, attempting to convey the tension and drama of the situation. A better alternative may even be to transfer the story to tape, with exciting sound effects accompanying the narration.

### UNIT 2 – THE SHIP IS A COMMUNITY

The exercise on communications shows how the student should use the materials.

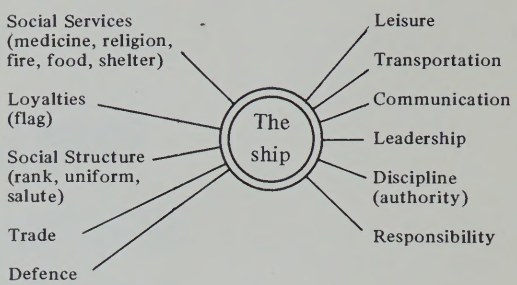
He is first asked to identify in the ship a community service or function. The text illustrates communication through the incident involving a message sent by signal flags.

Secondly, the student is asked to describe the community function in a series of four comic-strip frames, since few such functions can be described in a single picture. The student draws his impression of four phases of the episodes, testing his ability to project the concept in a sequential pattern. Since all elements of the sequence may not be found in the evidence, the student is guided toward creative interpretation of the function. He must, however, confine his creativity within the limits imposed by the definition of a ship as a community.

The strip pictures should be kept simple and include only relevant details.

Finally, the student is asked to title his pictures. He must then briefly put into words what he has drawn.

The following chart relates the ship to concepts of the community outlined in the Year II Curriculum. Several specific areas within Community Organization and Community Relationships are noted.




The ship, of course, is not always a warship. Students should use material flexibly to consider not only warships but the broader classification of ships and the varieties of functions of ships. Some other examples for study are freighters, ocean liners, tugs, 8-man shells, and submarines.

The concept that "communities are social units which may differ in size, composition and culture" is applicable to the ship community. The ship presents a vivid case study of spatial limitations (a ship's size varies according to its function), totally male composition and the peculiar culture of the seafarer.

The teacher adds to this review exercise an introduction to the new concept of Year III. Connection, for example, can be demonstrated between the lack of wind, the slack sails, and the lack of ship movement. This pattern of connections illustrates the way in which a community interacts with its environment.

The way in which a community interacts with other communities is illustrated in the story by the way in which one ship acts in relation to the rest of the fleet.

When the student examines the information about other types of ships (the battleship, frigate and sloop), he considers the concepts of specialization and interdependency.

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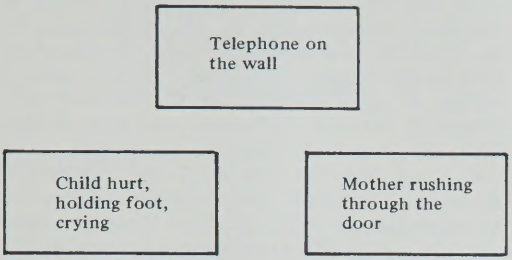
## AN ALTERNATIVE REVIEW UNIT

Some teachers may prefer a different analogy than that of the ship. The following is a similar but simpler one, introducing students to methods of handling the material.




While playing at home, I cut my foot. My cries of pain bring Mother to the rescue. She bathes my foot and applies a bandage, but she still looks worried. She runs to the telephone and calls our family doctor. Then she phones to ask Dad to hurry home with the car. Dad is home in a few minutes and carries me to the car. When we arrive at the hospital, the doctor is waiting to look after me.

Draw pictures to illustrate the story, adding titles to the pictures.

## UNIT 3 – TRAPPED IN THE ICE

This unit presents an opportunity for interesting group work. The ships are found in a hostile environment from which they cannot escape. The men must choose supplies then travel nearly 1000 miles. Students can form groups of six. Each group represents a party trying to reach Fort Resolution. Each group selects two students to act as leaders, who can be identified by badges.

Each group is given about 15 minutes to choose supplies from the Quarter master's list. During this period of discussion, the teacher should act as a resource person, encouraging and making suggestions, without defining any absolute answers.

After this period, the entire class can discuss the characteristics of the environment the parties will face during the trek. The journey will take place during May, June, July and August. The teacher can suggest encounters with mosquitoes, black flies, sunburn, and boggy terrain and indicate that there would be almost continuous daylight, freezing temperatures at night, little game to catch and few edible plants. Large pictures, slides and stories will help students visualize the environment. In such discussions, the teacher should help the class focus on certain criteria, such as bulk, weight, value (aesthetic, money, life-support).

Following this discussion, groups may remeet and revise their lists. The materials that the Franklin party actually took with them can be listed at this time.

### A LETTER EDGED IN BLACK

This letter tells of the fate of your expedition. In 1857 a certain Francis McClintock was hired by Lady Franklin, wife of the leader of the lost expedition, to search for you (more correctly, her husband).

McClintock reported finding the skeletons of your companions scattered along the beaches, still in seamen's dress. And then he found a heavy sleigh carrying a heavy boat. In the boat were two corpses (possible one was "you") partly eaten by wolves, with your watch and gun and a copy of *The Vicar of Wakefield* beside you. He goes on to describe what was in the boat in these words: "I noted that there were silk handkerchiefs – black, white and figured – towels, soap, sponge, tooth brush and hair combs. Besides these articles we found twine, nails, saws, files, bristles, powder, bullets, cartridges – matches, two rolls of sheet lead. . . ."

If you had any hopes that you might have been lucky and made it – forget it. As far as is known, not one of the 130 officers and men who sailed on the Franklin Expedition survived to tell the tale. Certain obvious questions arise from the letter:

1. Why did they choose the things they did?
2. Why did we choose different things?
3. Would we have made it with our choice of things?
4. How was McClintock able to travel in the Arctic successfully?
5. How do Eskimos manage to live their lives in this region?

## UNIT 4 – A COMMUNITY OF THE PRESENT

The material in this unit shows how the Bushmen of the Kalahari live, but students should not be told this until after they have tried the exercise.

It is important that students see how the Bushmen have adapted to their environment. It

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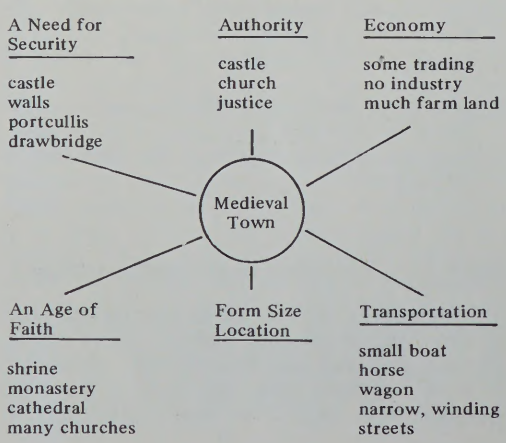
provides an obvious preparation for later studies of people who live in tundra, or grasslands, etc. Ideas that should be encouraged concern what is involved in moving about the countryside, abandoning homes, carrying few possessions, knowing what can be eaten, how to eat it and how to find drinking water. Ideas about the need for self-sufficiency in these people and their relation to the environment should also be encouraged. Students should be invited to compare the success of these people with that of the Franklin expedition and the identity of the Bushmen with their own lives. They should be guided into discussion of how people feel in strange surroundings, as well as into various other discoveries about life on the Kalahari.

## UNIT 5 – A COMMUNITY OF THE PAST

Although the illustration represents a community of the middle ages, it is not meant to foster specific study of medieval history. Knowing that a community interacts with its environment, the student may examine the evidence of the town plan and related pictures to construct hypotheses about the political, economic and social environment of the age.

Some of the hypotheses drawn may not be precisely correct in terms of actual medieval history, but this does not make them invalid. It is sufficient that hypotheses follow logically from the selection of materials shown on the page and that the student be able to support them with reason. If opposing hypotheses arise, each should be re-examined and some logical preference obtained. In all cases, however, the important element is the exercise of thought processes, not the attainment of absolute answers.

### Some Avenues for Discussion:




### On The Use Of History

The distinction between the study of the Franklin Expedition and the study of the medieval town is a distinction between a study which is historical and one which is not. The town illustrated did not exist and no attempt was made to create an historical reconstruction of the middle ages. We do, however, have firm evidence of the fate of the men on the Franklin Expedition. We can compare the list of supplies chosen by the class with that chosen by the crew. Differences may arise. At that time, the class rationalizes its choice and speculates about how the crew must have rationalized its choice. This process of comparison between the hypothetical and actual is one of the strengths of historical study. The student may at times make a better hypothetical choice than was actually made, which could help to suggest the possibility of fallibility in historical characters. It could also be an indication that hindsight is helpful. Students should remember to confine their speculation within the limits of the historical time period. The level of technological development and the condition of the region at that time must be considered in making a decision.

### The Community Of The Past As It Might Appear Today

Combining their familiarity with their own environment and the picture material on the medieval environment, students should be able to suggest what changes will have appeared in the town. Today the castle, for instance, would either be in ruins or a favourite tourist attraction. The town would be larger, sprawling beyond the old walls as the need for security diminished. The streets would probably have been widened or straightened. The town would likely have grown along main roads, creating suburban areas. Automobiles would appear, along with such developments as industrial centres, parks, and high rise buildings.

## UNIT 6 – A COMMUNITY OF THE FUTURE

### LUNAR ENVIRONMENT

Problems:
- Atmospheric pressure
- Oxygen
- Water
- Food
- Temperature (−250°F to +250°F)
- Gravity (1/6 that on earth)
- Fuel or Energy
- Transportation surface space
- Communication

Raw materials
Pollution
Time

Functions: Experimental science
Military base
Astronomy observatory
Mineral resources
Space travel depot
Weather monitor
Communications satellite

## SECTION B –

### THE STORY OF FORT LANGLEY: A HUDSON'S BAY COMPANY COMMUNITY

The student has been able to review his understanding of Year II concepts and has received an introduction to certain new ones. Through a variety of examples, he has been able to practise the development of basic skills, critical thought processes and group associations. He is now ready to extend these abilities through intensive study of a real community.

Fort Langley, later part of the Municipality of Langley, is a good focus for this study.

a) It is a small and compact community.
b) It holds many of the historical roots of British Columbia.
c) Its activity is centred in such exciting areas as the fur trade and Indian conflict.
d) It clearly illustrates interaction between community and environment.
e) It or fur posts like it are easily accessible to most of the students in Canada.
f) It has been reconstructed to show today many of the activities and conditions of the past (like many other such posts).

The unit on Fort Langley is an historical study. The community, in other words, is examined *in time*. The study does not emphasize a multiplicity of factual historical detail. It encourages an interaction between evidence and ideas.

### UNIT 1 – A NEW COMMUNITY IS NEEDED

The material indicates the need for a new community. The choice of location must be influenced by specific objectives.

1. Students should be introduced to the Pacific Ocean and the Pacific Northwest. The map of this area assists this geographic orientation, and should itself be oriented within a larger, continental context. A relief wall map of North America would be most useful.

   Effective understanding of maps requires a knowledge of the scale of a map. The scale is included on all maps. Students can practise by preparing scale rulers and measuring distances with them.
2. Careful study of the letter and the map, and the relationship between these two sources of evidence, should be emphasized in order to have the unit effectively managed.
3. The unit is presented as a problem relating to physical, economic and political conditions (environment). The student commits himself to a simple form of hypothesis, for example, "Point A is the best location." He is then asked to argue persuasively for his choice on the basis of the evidence.
4. Careful study of the Simpson letter and the map of the Northwest involves the consideration of several conditions governing the choice of site.
   a) The site should be north – how far north is in part determined by the amount of competition from foreign vessels and the threat of American settlement.
   b) The site should have easy access to the interior to guarantee the possibility of interior trade.
   c) The site should have potentially good farm land.
   d) The site should have an effective system of transportation.
      1. Previous practice of the Hudson's Bay Company has been to build on a major river.
      2. Previous practice has been to locate either at the mouth of the river or at the head of navigation.

#### Choosing the Exact Spot

Still primarily concerned with the interaction between community and environment, the discussion shifts from the broad, general conditions necessary for student orientation to the specific conditions of the Langley region.

The same processes are involved, with more technical and consequently more informative material.

Map symbols are introduced on the map used for locating the community. These symbols can be learned and used in future work with maps, since they are international symbols used on all professional maps.

Each of the locations offered may be argued as the best. If agriculture were the community function, for instance, it would be desirable to build on the best farm land. If fur trade and transportation were the prime functions, a location along the Fraser River would be best. The

security afforded by an island location would be one good reason for locating at Point 1.

The actual choice of location for the fort is at Point 3. It has the highest elevation. It commands the only navigable channel (at that time), thus controlling access to the upper Fraser River. It has ample forest resources, necessary for the construction of the community. The river flats, unwooded and marshy, provide it with many of the advantages of an island location.

The good soil of the Langley prairie would be one ingredient that would make building at Point 4 worthwhile. Since agriculture, however, is not the prime function of this community, it would be unwise to neglect the other needs and build at Point 4. Point 3 is, on the other hand, the closest of the remaining three locations to the prairie land and thus a slight compromise.

Point 2 might claim advantages because of its location near the Salmon River. It was possible to barge produce down this river to Point 2. In fact, the site chosen originally by the McMillan Expedition was Point 2. This only lasted, however, from 1827 to 1839, after which time the post was transferred to Point 3. The problems that developed at Point 2 involved the lack of sufficient good ground and the fact that the daily trip to Point 4 proved too arduous. Point 3 was closer to the farmlands.

For simplification purposes, the text only discusses the chosen site as Point 3.

The scale on the map can be examined as a valuable piece of evidence.

## UNIT 2 – A NEW COMMUNITY IS BORN

### A View Of The New Community

Once the community is located, the next reasonable step is to give it a name. Students consulting a normal school atlas may have difficulty finding Fort Langley, although maps of the Fraser Valley and road maps do locate it.

In connection with the pictures showing a view of the Fort, the class should examine the way in which the community is constructed. It should also consider the way in which the community functions in the wilderness environment.

## UNIT 3 – THE COMMUNITY PROVIDES PROTECTION

The class will have already observed that one of the functions of a community is to provide protection. This hypothesis is confirmed by the description of an Indian attack on the Fort. As with the story of the ship, techniques of dramatization will increase student appreciation.

The display of Indian weapons and equipment can be compared with the whiteman's weapons and equipment. The two styles of waging war tell us a good deal about their respective interests and way of life.

## UNIT 4 – THE COMMUNITY MUST WORK

The evidence shown here validates the hypothesis that Fort Langley is in the middle of a wilderness. The activities shown provide the means of meeting every basic need of living.

The class might demonstrate the interrelationship of one activity with another. The blacksmith, for instance, makes metal hoops and the carpenter makes wooden staves. The cooper puts them together to make barrels.

The class might conjecture about the need for so many barrels.

### The Langley Depot

The abbreviations on the bale labels stand for:

LD – Langley Depot
HB – Hudson's Bay
NW – North West Co.
PR – Princess Royal (steamer)
TR – Thompson River District
NC – New Caledonia District

If the students are alert they will note that the two signs on the bale disagree.

Students should begin to apply the pieces of specific evidence provided by these examples to a larger framework, in order to create and verify hypotheses.

There is a good bit of evidence to support the Fort Langley map on page 31.

On the other hand there is considerable evidence to support the hypothesis that Fort Langley, by 1848, is fast losing her position of importance. The student can argue this by posing a whole series of specific hypotheses such as:

(a) Technological change would cause the community to be by-passed.
(b) Changing fashions were a prime factor in the decline of Fort Langley.
(c) Political changes, both to the north and south, greatly reduced the importance of Langley.
(d) Environmental changes worked to the disadvantage of Fort Langley.
(e) Limited resources and changing markets meant the death of Fort Langley's staple economy.

Graph: **The Fort Langley Beaver Trade**

This is the first graph to be used in this book. It is important that the students learn how to read it and to interpret it.

The Graph and the "Fashions in Hats" on page 32 and the "newspaper" clippings on page 33 provide data with which to argue the various hypotheses suggested in connection with Fort Langley map.

## SECTION C

**Communities Change as Conditions Change**

### UNIT 1 – CHANGES IN TRAVEL

Unit I in this section provides firm evidence to support the kinds of hypothesis that were considered at the end of Section B (see Manual). For instance, the Unit 1 material looks at technological changes in transportation. Elsewhere can be found a variety of materials relating to hypotheses advanced in Section B. And of course, *The Growth of Three Communities* Graph (Unit 2) offers demographic proof that, although Fort Langley grew to some extent, the real growth was elsewhere. The collage on Vancouver and New Westminster adds a pictorial display of these changing conditions. The significant question is, of course, why these activities and services have by-passed Fort Langley.

### UNIT 2 – HOW A CHART TELLS A STORY

Here we have another opportunity to involve the class in using a graph. The pie-eating contest can be understood in terms of the graph and those parts left unwritten can, of course, be figured out by the class through interpretation of the graph.

### UNIT 3 – HOW FORT LANGLEY IS CHANGING

Now although it is evident that community growth has, for the most part, by-passed Fort Langley, there are two questions that ought to be raised:

1. Why has Fort Langley grown at all?
2. What has been the nature of growth in Fort Langley?

The pictorial display *Fort Langley: Then & Now* demonstrates growth toward what we would identify as a normal community. Clearly the tasks she performed in her early days are no longer of primary importance to her present-day role. Having seen this pictorially, we can then see the same pattern of change as it is laid out on the street plan of modern Fort Langley. Indeed, the skeletal framework of the community has undergone a remarkable change from the plan we studied on page 26 in Section B. Is it not a good opportunity to ponder the question of such change in the community pattern and how conditions have changed so that community pattern could change? These speculations may lead to a variety of hypotheses.

### UNIT 4 – COMMUNITIES WORK TOGETHER

The hypotheses that may have developed in Unit 3 may find validation in this unit's materials. These comic-strip sequences help us understand the role of Fort Langley in the modern world.

### UNIT 5 – THE MUNICIPALITY OF LANGLEY

This is a case in hand of a merging of communities in order to achieve a community that can offer all the services that a modern community should have. Thus, Fort Langley never made it on its own. But together with several other small communities she has found an identity in the Municipality of Langley.

## SECTION D – COMMUNITIES PERFORM SPECIAL TASKS

### UNIT 1 – EARLY VICTORIA AND ESQUIMALT

The purpose of the picture on page 52 is to allow the student to understand most early frontier forts in western Canada were similar, and for good reasons. In addition this early view of Victoria will provide the basis of a comparison with the modern city. Finally, the ability to relate pictures such as these to the maps which appear later is one that can and should be developed early.

Students are encouraged to examine lists A & B, to extract the three or four differences in description in order to select the correct harbour. The ability to recognize descriptive passages in relation to places on maps is the aim of this section.

Finally the opportunity to make a personal choice by selecting locations for specific land use enables a student to examine evidence, select from numerous possibilities after evaluating each, and then defend a point of view.

## UNIT 2 – MODERN VICTORIA

A city such as Victoria, B.C. now performs many functions. Some of these have no relation to the physical environment but are a matter of historical accident, being chosen as capital. Other functions are a direct result of man's ability to utilize effectively the factors of climate, location and useful natural resources.

When discussion arises about rules, laws and government, the teacher will recognize the need to keep the level of interest high. This might be done by role playing, by a visit to some government function or by having a guest who is involved in such matters.

For children in provinces other than B.C. the map exercise on page 59 could be a way to relate to their own capital city. By extension a class could go on to consider the federal government, its capital city, and the ties that exist between all levels of government.

In both the lumbering and recreational examples it is intended to verify and solidify the understandings gained by the student throughout the book. Wherever possible, the teacher should allow the child to give voice to the concepts that communities (a) reflect their physical environment, (b) help bring changes in the physical environment, and (c) relate to other communities for a fuller, more varied life.

**MAN IN HIS WORLD**
James Forrester, Co-ordinating Editor
Understanding Communities
**Teachers' Guide**
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